

# **Indiana**

## **State Plan Revision**

For The State Basic Grant and Tech Prep Grant Programs  
Under The  
Carl D. Perkins Vocational  
And  
Technical Education Act of 1998

July 1, 2004 Through June 30, 2005

Indiana Department of Workforce Development  
Commission for Career and Technical Education

OMB Control # 1830-0556

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**Perkins III  
Five-year Plan Revision  
FY05**

A. Introduction

Under state law, the Indiana Commission for Career and Technical Education (formerly Indiana Commission on Vocational and Technical Education) has responsibility for developing, implementing, and overseeing the state plan for career and technical education. The Indiana Commission for Career and Technical Education (ICCTE) is a Commission under the Indiana Department of Workforce Development which is the “eligible agency” for receipt and administration of federal career-technical education funds.

B. Purpose

The purpose of Perkins III is to develop challenging academic standards, promote development of services and activities that integrate academic, career and technical instruction, and that link secondary and postsecondary education.

C. Required Uses of Funds

Funds made available to eligible recipients will be used to support career and technical education programs that –

- a) strengthen the academic and career and technical skills of students;
- b) provide students with experiences in all aspects of an industry;
- c) develop, improve and expand the use of technology in career-technical education programs that lead to high skill, high demand career pathways;
- d) provide professional development programs for teachers, counselors, and administrators;
- e) develop and implement evaluations of local career and technical education programs;
- f) initiate, improve, expand, and modernize quality career and technical education programs that lead to high skill, high demand career pathways;
- g) provide services and activities that are of sufficient size, scope, and quality to be effective;
- h) link secondary and postsecondary career and technical education programs, including implementing Tech Prep programs that lead to high skill, high demand career pathways.

D. Permissive Uses of Funds

Funds made available to eligible recipients can be used to support career and technical education programs that –

- (a) involve parents, businesses and labor organizations in the design, implementation and evaluation of vocational and technical education programs;
- (b) provide career guidance and academic counseling for students participating in vocational and technical education programs;
- (c) provide work-related experiences such as internships, cooperative education, school-based enterprises, entrepreneurship, apprenticeships, and job shadowing that lead toward high demand, high skill, high wage, career path occupations;
- (d) provide programs for special populations;
- (e) expand development of business-education partnerships;
- (f) assist vocational student organizations to utilize state-recognized skill standards and other approved systems of certification through VSOs Skills Standards events;
- (g) provide mentoring and support services;
- (h) provide for leasing, purchasing, upgrading or adapting equipment, including instructional aides. [At least thirty percent of any equipment funds under the local Basic Grant dollars must be used for programs that lead towards high skill, high demand career pathways];
- (i) provide teacher education programs in vocational and technical education;
- (j) improve or develop new vocational and technical education courses that lead toward high skill, high demand career pathways;
- (k) provide support for family and consumer sciences programs. [Therefore, any Five-year Local plan that uses funds for Family and Consumer Science programs must meet the Core Indicators of Performance and lead to high skill, high demand career pathways];
- (l) provide assistance to students who have participated in vocational and technical education programs in finding an appropriate job and continuing their education;
- (m) support nontraditional training and employment activities that lead toward high skill, high demand career pathways;
- (n) support other vocational and technical education activities that are consistent with the purpose of Perkins III;.

#### E. Tech Prep – Revision

In November 2003, the Indiana Commission for Career and Technical Education and the U.S.DOE approved the change in the method of allocating Tech Prep funds to local consortia from a formula driven basis to a competitive basis. The revision requires that

Tech Prep funds be allocated to local consortia committed to educational improvement through the development of a coordinated and enhanced learning experience for students organized around Career Majors. A consortium must include at least one member in each of the following categories:

- (1) a local educational agency, or an area vocational school serving secondary school students,
- (2) (a) a regionally accredited institution of higher education that offers a two year associate degree, two-year certificate, or two-year postsecondary apprenticeship program, or (b) a proprietary institution of higher education that offers a two-year associate degree program,
- (3) a business/employer that requires high-skill/high wage employees, and
- (4) a labor representative.

Consortia may also include one or more: (1) institutions of higher education that award baccalaureate degrees; (2) labor organizations; (3) employer organizations; (4) economic development organizations, and (5) community-based organizations. Additional members, such as parents, students, and counselors are encouraged.

F. Revised procedures to ensure that Perkins III data is complete, accurate, and reliable - Sec 122( c )(20)

The DWD has implemented written policies and procedures that must be followed beginning school year 2003-2004. All procedures and detailed descriptions of the out put controls are outlined within the written policies and procedures. (Attachment 3)

- (1) Two (2) or more employees at the local level must be trained in all aspects of the entry and review process.
- (2) DWD will provide training and technical assistance on the data reporting system (InTERS) for local area vocational districts (AVDs) to ensure that each district has several fully trained people to use the system.
- (3) DWD has put into place a policy by which more than one person may load the data; another person may do the error corrections; and another may check the data for loading errors.

- (4) DWD staff will conduct local “audits” to ensure that all rules and procedures are followed. At least five (5) “audits” will be conducted at randomly selected AVDs beginning with the 2003-2004 school year.

- (5) Beginning with the 2004-2005 school year the area director or designated employee use an electronic signature process to “sign off” on the data before it is submitted to the State.
- (6) DWD has mandated that all area districts report their data to the State using one program. All districts will do their reporting using the InTERS program. This will correct the problem that DWD has with some AVDs using the ISR system, which doesn’t collect all the necessary data, such as graduation, to report on all core indicators.
- (7) DWD has put into place an Oracle based data storage and reporting system. Reporting logic for all core indicators has been tested and approved by multiple DWD employees and approved by the Commission for Higher Education (CHE). This review and approval process will ensure that the data application controls and reporting logic are in place and will provide reliable and accurate reports. The new program logic does include all appropriate CIP codes, and excludes all non-Perkins III programs.
- (8) DWD will work with the CHE to develop and implement written policies and procedures on input controls for the postsecondary institutions.
- (9) All documentation for data used for the reports will be maintained in accordance with the provisions of Edgar section 80.42. (Revised 6/23/04)

### **Required State Plan Revisions FY05**

#### **G. Improving the Academic Skills of Vocational and Technical Education Students**

1. How is the State coordinating Perkins III implementation with efforts to implement NCLB?

The Indiana Statewide Testing for Educational Progress – Plus (ISTEP+) test is used to determine adequate yearly progress (AYP). The ISTEP+ test determines mastery of the previous year’s standards and the value added to the student’s achievement level by the previous school year. The ISTEP+ Grade 10 test, which serves as the Graduation Qualifying Examination (GQE), measures skills in English /Language Arts and Mathematics.

The GQE is administered to all students, including Career-Technical Education (CTE) students. The GQE has been used since 1999 and will

continue to be used as the measurement approach used under Perkins III to determine academic attainment (IS1).

2. Identify strategies used to ensure that students who participate in CTE programs are taught to the same challenging academic proficiencies as are taught to all students.

Students participating in CTE, including members of special populations, are held to the same level of academic rigor as all students. All students are required to take the (ISTEP+) test. All CTE students, including members of special populations, must demonstrate academic proficiency by passing the 10<sup>th</sup> Grade ISTEP+ test in order to receive a diploma.

The State's secondary CTE programs have curriculum crosswalks that identify academic content standards taught and reinforced in career-technical classes. Also, Tech Prep Career-Majors programs must include integration of curriculum that meets the Indiana academic and technical standards.

Postsecondary students who cannot meet the academic proficiencies required by their respective programs are placed in remediation until such time that their academic skills are at the level required for entry into a degree program and maintain a minimum GPA in order to remain and be successful in the program.

#### H. Strengthening Connections between Secondary and Postsecondary Education

A growing number of secondary schools in Indiana have combined career-technical and academic educational paths organized around Indiana's 14 career clusters. Consequently, students have access to a broad range of CTE programs and learning experiences that can lead to a wider range of postsecondary options, including 4-year options.

All students who seek a high school diploma, including CTE students and students who are members of special populations, have the opportunity to prepare a career plan in the eighth grade for grades 9-12. The career plan, which can be revised/updated at anytime, also includes a postsecondary transition plan.

All students attending schools within a Tech Prep Consortium, have the opportunity to participate in a Tech Prep-Career Majors program which includes

a pathway to an associate or baccalaureate degree, apprenticeship, or postsecondary certificate in a specific career field. Tech Prep-Career Majors programs also include:

- ◆ a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study,
- ◆ integration of curriculum that meets the Indiana academic and technical standards and use of work-based and work-site learning where appropriate and available,
- ◆ technical preparation in a career field,
- ◆ building of student competence in mathematics, science, communications economics and workplace skill through applied, contextual academics, and integrated instruction in a coherent sequence of courses,
- ◆ completion of a Core 40 or academic honors diploma,
- ◆ a career plan that includes a postsecondary transition plan,
- ◆ a pathway to an associate or baccalaureate degree, apprenticeship, or postsecondary certificate in a specific career field, and
- ◆ placement in appropriate employment or further education.

I. Preparing Individuals for Occupations in Demand that Pay Family-Supporting Wages

Indiana has experienced tremendous changes in its economy and the availability of jobs over the last three to five years causing a change in the way students and workers prepare for further education and the workplace. Under Perkins, The Indiana Essential Skills and Technical Proficiencies Initiative (IESTPI) was developed to help prepare people to be successful in the workplace. The IESTPI is an industry-driven standard-setting process that relies on the expertise of owner/employers, incumbent workers and educators.

This portable certification system allows secondary, postsecondary and adult learners to certify, throughout their career, what they know and can do in order to continue their education or pursue a career. The IESTPI has several components: identifying the skills employers need, assessing individuals to see if they have the skills, and issuing Certificates of Technical Achievement (CTA) to those individuals who are successful. CTAs are available to incumbent workers who have jobs and to secondary and postsecondary students. CTAs are cumulative and can be updated throughout a person's career. CTAs can also be transferred among schools, jobs, companies, and industry.

CTAs are available in career pathways that have been identified as high skill, high demand, high wage career pathways and supports the Department of Workforce



Development's Energize Indiana economic development plan. One of the initiatives of the Energize Indiana plan is:

*To put more Hoosiers to work in high-skill, high-demand occupations and help employers find those workers.*

The Plan focuses on four targeted sectors:

- Advanced Manufacturing
- Information Technology
- 21st Century Logistics
- Life Sciences

Companies that employ individuals in these four targeted areas and participate in IESTPI have a voice in the development of the skill standards and input into what is being taught in the classroom. Implementing the CTA in the workplace also gives employees a way to document their skills.

Educators who participate in the system teach and assess the skills needed in industry and curriculum and training objectives are written and implemented to reflect the skill standards. Allocation of State school funding done is made based on course offerings in these high-skill, high-wage areas.

#### J. Investing in Effective, High-Quality Local Programs

Programs, services, and activities are reviewed to insure that they are of the highest quality and are providing the greatest benefit to the largest number of students.

Local secondary and postsecondary applications are submitted to the Department of Education and the Commission for Higher Education, respectively, for review and approval by staff assigned to the project.

Narratives are reviewed to ensure that activities meet the requirements and intent of the Perkins III legislation. Fiscal staff identifies any unallowable expenditures during review of the budget and budget summary. If corrections are necessary, the eligible recipient is contacted via e-mail concerning the required correction(s).

After initial approval, applications are sent to the State Director of Career and Technical Education for review and approval. Once approved, all applications are

forwarded to the Indiana Commission for Career and Technical Education for final approval.

**FY 2004 PERKINS III BUDGET FORMAT**  
**(For Federal Funds to Become Available Beginning on July 1, 2004)**

**Title I—Assistance to States**

Local Formula Distribution (not less than 85%)	
Secondary Programs (63.58% of Title I grant)	<u>\$ 14,858,845</u>
Postsecondary Programs (36.42% of Title I grant)	<u>\$ 8,522,925</u>
<b>Subtotal</b>	<b><u>\$ 23,401,770</u></b>

Reserve (not more than 10% of Title I grant; if applicable)	
Secondary Programs (___% of Title I grant)	<u>\$ 0</u>
Postsecondary Programs (___% of Title I grant)	<u>\$ 0</u>
<b>Subtotal</b>	<b><u>\$ 0</u></b>

<b>Leadership</b> (not more than 10%)	<b><u>\$ 2,465,188</u></b>
Nontraditional Training and Employment	
(Between \$60,000 and \$150,000)	<u>\$ 60,000</u>
Corrections or Institutions (Up to 1% of Title I grant)	<u>\$ 130,000</u>
<b>Subtotal</b>	<b><u>\$ 190,000</u></b>

<b>State Administration</b> (up to 5% of Title I grant)	<b><u>\$ 494,923</u></b>
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<b>State Match</b> (from non-federal funds) <sup>1</sup>	<u>\$ (494,923)</u>
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<b>Total: State Grant</b>	<b><u>\$ 26,551,881</u></b>
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**Title II—Tech-Prep Education**

Tech-Prep funds for consortia	<u>\$ 2,342,219</u>
Number of Consortia <u>40</u>	

Method of Distribution (check one):

___ Formula	
<u>X</u> Competitive	
Tech-Prep Administration	<u>\$ 123,275</u>
<b>Total: Tech-Prep Grant</b>	<b><u>\$ 2,465,494</u></b>

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<sup>1</sup> The eligible agency must provide non-federal funds for state administration of the Perkins III, Title I grant in an amount not less than the amount it provided in the preceding year.

## Final Agreed Upon Performance Levels

*Please propose target levels of performance for academic year 2004-2005 that “require the State to continually make progress toward improving the performance of vocational and technical education students” as required by section 113(b)(3)(A)(i)(II) of Perkins III.*

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
Core Sub-Indicator	Measurement Definition	Measureme nt Approach	Final Agreed Upon Baseline	Agreed Upon Level 2000-2001	Performance Levels For Years 3, 4, 5 & 6			
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05
<b>1S1 Academic Attainment</b>	<p><b>Numerator:</b> Number of vocational education students who passed the ISTEP+ Graduation Qualifying Exam and have left secondary education in the reporting year.</p> <p><b>Denominator:</b> Number of vocational education students who took the ISTEP+ Graduation Qualifying Exam and left secondary education in the reporting year.</p>	<b>1</b>	<b>77.85%</b>	<b>78.85%</b>	<b>78.86%</b>	<b>78.90%</b>	<b>79.00%</b>	<b>90.90%</b>
<b>1S2 Technical Attainment</b>	<p><b>Numerator:</b> Number of students who passed a vocational education program skill test and have left secondary education in the reporting year.</p> <p><b>Denominator:</b> Number of students who were tested for skill mastery in a vocational education program and have left secondary education in the reporting year.</p>	<b>3</b>	<b><u>83.35%</u></b>	<b><u>84.35%</u></b>	<b>85.35%</b>	<b>86.35%</b>	<b>87.35%</b>	<b>88.35%</b>

<b>2S1 High School Completion</b>	<p><b>Numerator:</b> Number of vocational ed. program completers who have attained a high school diploma or its recognized equivalent and have left secondary education in the reporting year.</p> <p><b>Denominator:</b> Number of vocational education program completers who have left secondary education in the reporting year.</p>	<b>1</b>	<b><u>85.61%</u></b>	<b><u>85.86%</u></b>	<b>86.11%</b>	<b>86.36%</b>	<b>86.61%</b>	<b>87%</b>
<b>2S2</b>	<p>Numerator:</p> <p>Denominator:</p>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3S1 Secondary Placement</b>	<p><b>Numerator:</b> Number of students who have completed a vocational ed. program and received a diploma or its equivalent in the reporting year, and were placed in further education or advanced training, employment, and/or military service.</p> <p><b>Denominator:</b> Number of students who have completed a vocational education program and received a high school diploma or its equivalent and left secondary education in the reporting year.</p>	<b>3</b>	<b>79.53%</b>	<b>80.53%</b>	<b>81.53%</b>	<b>82.53%</b>	<b>83.53%</b>	<b>84%</b>
<b>4S1 Nontrad Participation</b>	<p><b>Numerator:</b> Number of students in underrepresented groups who participated in a non-traditional secondary vocational education program in the reporting year.</p> <p><b>Denominator:</b> Number of students who participated in a non-traditional programs in the reporting year.</p>	<b>1</b>	<b><u>3.83%</u></b>	<b><u>4.08%</u></b>	<b>4.33%</b>	<b>4.58%</b>	<b>4.83%</b>	<b>5.83%</b>

<b>4S2 Nontrad Completion</b>	<b>Numerator:</b> Number of students in underrepresented groups who completed a non-traditional secondary vocational education program in the reporting year.  <b>Denominator:</b> Number of students who completed non-traditional programs in the reporting year.	<b>1</b>	<u><b>4.23</b></u>	<u><b>4.73</b></u>	<b>4.33%</b>	<b>4.43%</b>	<b>4.53%</b>	<b>5.53%</b>
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*Please underline any approved revisions in definitions or performance targets that are inaccurate.*

INDIANA

*Please propose target levels of performance for academic year 2004-2005 that “require the State to continually make progress toward improving the performance of vocational and technical education students” as required by section 113(b)(3)(A)(i)(II) of Perkins III.*

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Agreed Upon Level 2000-2001	Performance Levels For Years 3, 4, 5 & 6			
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05
<b>1P1 Academic Attainment</b>	<p><b>Numerator:</b> Number of postsecondary students who complete occupationally specific programs and have a cumulative grade point average of at least 2.5 on a 4.0 grading system.</p> <p><b>Denominator:</b> Number of postsecondary students who complete occupationally specific programs.</p>	<b>5</b>	<b><u>87.24%</u></b>	<b><u>87.49%</u></b>	<b>87.74%</b>	<b>87.99%</b>	<b>88.24%</b>	<b>88.50%</b>
<b>1P2 Technical Attainment</b>	<p><b>Numerator:</b> Number of students who complete occupationally specific programs and who have met program-defined, and industry validated career and technical skill standards and have stopped program participation in the reporting year.</p> <p><b>Denominator:</b> Number of students who complete occupationally specific programs and who have stopped program participation in the reporting year.</p>	<b>2</b>	<b>45.07%</b>	<b>46.07%</b>	<b>47.07%</b>	<b>48.07%</b>	<b>49.07%</b>	<b><u>26.65%</u></b>

<b>2P1 Degree Credential</b>	<p><b>Numerator:</b> The number of full-time beginning first year students who enroll in an occupationally specific programs as degree seeking students, and attain a postsecondary degree or credential within three years.</p> <p><b>Denominator:</b> Number of postsecondary students who enroll in occupationally specific programs as degree seeking students.</p>	<b>1</b>	<b><u>26.45%</u></b>	<b><u>26.50%</u></b>	<b>26.55%</b>	<b>26.60%</b>	<b>26.65%</b>	<b>26.65%</b>
<b>3P1 Postsecondary Placement</b>	<p><b>Numerator:</b> Number of postsecondary students who complete occupationally specific programs and are placed in further education, or employment within Indiana, or National military service.</p> <p><b>Denominator:</b> Number of postsecondary students who complete occupationally specific programs.</p>	<b>3</b>	<b>84.62%</b>	<b>85.62%</b>	<b>86.62%</b>	<b>87.62%</b>	<b>88.62%</b>	<b>84%</b>
<b>3P2 Retention</b>	<p><b>Numerator:</b> Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting year and were retained in one or more of these types of placement.</p> <p><b>Denominator:</b> Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting year.</p>	<b>1</b>	<b>90.31%</b>	<b>90.31%</b>	<b>90.31%</b>	<b>90.31%</b>	<b>90.31%</b>	<b><u>90.00%</u></b>



<b>4P1 Nontrad Participation</b>	<b>Numerator:</b> Number of post-secondary students enrolled in occupationally specific programs that are non-traditional for their gender.  <b>Denominator:</b> Number of postsecondary students enrolled in occupationally specific programs.	<b>1</b>	<b>6.09%</b>	<b>6.34%</b>	<b>6.59%</b>	<b>6.84%</b>	<b>7.09%</b>	<b>6.50%</b>
<b>4P2 Nontrad Completion</b>	<b>Numerator:</b> Number of postsecondary students completing occupationally specific programs that are non-traditional for their gender.  <b>Denominator:</b> Number of postsecondary students * <u>completing</u> occupationally specific programs.	<b>1</b>	<b>5.89%</b>	<b>6.14%</b>	<b>6.39%</b>	<b>6.64%</b>	<b>6.89%</b>	<b>7.00%</b>

Please underline any approved revisions in definitions or performance targets that are inaccurate.

*\*Word should have been completing and not enrolled as previously printed.*

## ATTACHMENT 1

# Local Application Secondary

INDIANA COMMISSION FOR CAREER AND  
TECHNICAL EDUCATION

**COMPREHENSIVE LOCAL PLAN AMENDMENTS AND BUDGET**  
**FOR FISCAL YEAR 2005**

**NAME AND NUMBER OF AREA VOCATIONAL DISTRICT**

**FOR USE OF FUNDS ALLOCATED UNDER THE CARL D. PERKINS VOCATIONAL AND  
TECHNICAL EDUCATION ACT OF 1998**

**FOR THE PERIOD OF JULY 1, 2004 THROUGH JUNE 30, 2005**

## TRANSMITTAL COVER LETTER

The Comprehensive Local Plan Amendments and Budget pertain to the sixth fiscal year (July 1, 2004, through June 30, 2006,) of the five-year period of your approved Local Basic Grant Plan, which began July 1, 1999, and extends through June 30, 2004. The U.S. Department of Education, Office of Vocational and Adult Education, has approved an additional year of funding beyond the original five-year period, as Congress has not reauthorized the Carl D. Perkins Vocational and Technical Education Act of 1998. The attached document is a continuation of that plan and should contain only amendments to the original five-year plan and the projected budget for FY05.

During the above time period, the eligible recipient will act in accordance with the submitted Local Application, including the assurances and certifications. The recipient shall abide by all state and federal regulations. The Local Application is effective when signed and dated by the recipient and approved by the Indiana Commission for Career and Technical Education. It may be modified by mutual agreement. The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Application in accordance with all the terms and conditions of this application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Application and attachments are current, accurate, and complete.

**Name of Eligible Recipient:** \_\_\_\_\_

**Workforce Partnership Region #:** \_\_\_\_\_ **ER #:** \_\_\_\_\_ **Federal ID #:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_ **Area Vocational District:** \_\_\_\_\_

**Name of Area Vocational Director:** \_\_\_\_\_

**Signature of Area Vocational Director:** \_\_\_\_\_

**Name of Chief Administrator:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Signature of Chief Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SECTION I: IDENTIFICATION OF CAREER AND TECHNICAL PROGRAMS, SERVICES AND ACTIVITIES (P/S/As) TO BE SUPPORTED WITH FEDERAL FUNDS**

This document contains information for (check one) \_\_\_\_\_ Option 1 \_\_\_\_\_ Option 2

**Option 1.** List by title all P/S/As from the Local Basic Grant Plan submitted in April, 1999, which will be continued and will receive funds in FY05. A new P/S/A Outline is not needed for continuing P/S/As unless there is significant change. However, a budget detail must be submitted for each of these P/S/As. If option II was used for FY01, 02, 03, or 04 and the amended format will be continued for FY05, please use option 1.

**Option 2.** List the FY04 needs for addition/improvement/expansion of career and technical education. In addition, provide the justification from the planning process. List may include more needs than can be met with available federal Perkins Act Funds. A P/S/A Outline and Budget Detail must be submitted for each new P/S/A to be implemented in FY05.

List of Needs

Justification from Planning Process\*

**\*May list more than one justification. Examples are demographic information, labor market information, general economic conditions, special population, other (please describe).**

**Option 2 (continued)**

**List by title all P/S/As from the Local Plan Amendments submitted in July 2004, which will be continued and will receive funds in FY05.**

**List by title all P/S/As from the Local Plan Amendments submitted in July, 2004, which will not be continued in FY05.**

**List by title all new P/S/As, which will receive funds in FY05.**

**SECTION II: BASIC GRANT PROGRAM/SERVICE/ACTIVITY AMENDMENT OUTLINE  
(FOR OPTION II-NEW P/S/As ONLY)**

**P/S/A Description Title:** \_\_\_\_\_

**EACH** P/S/A must address one or more of the required uses of local funds. **ALL** required uses of local funds must be addressed in at least one P/S/A. **Table I** (in Appendices) lists all required uses of local funds. **Duplicate this page so that an outline is submitted for each P/S/A.**

**Required Uses of Local Funds: (Indicate use #(s) from Table I):**

Once you have identified how you will address ALL required uses, please refer to Table II (in Appendices) for the permissive uses of local funds that may be addressed by each P/S/A.

**Permissive Uses of Local Funds: (Indicate use #(s) from Table II):**

**Site(s) Where P/S/A Will Be Implemented:**

**Position of Person(s) Responsible for Monitoring:**

**Narrative Description of P/S/A:**

**Measurable Objectives/Outcomes of the P/S/A:** (Measurable objectives must be stated in terms which clearly identify who, what, by when, and/or how many people/students.)

**Activities:** Explain how activities will be provided that strengthen the academic, and vocational and technical skill of students that lead towards high skill, high wage career pathways. (Activities should accomplish the measurable objectives.)

**Evaluation of Objectives:** (Describe methods that will provide information that demonstrates the degree of success in completing measurable objectives.)

**SECTION III: BASIC GRANT P/S/A BUDGET FOR FY05 BY CATEGORY-*REQUIRED FOR  
OPTIONS I AND II***

**Provide budget detail for each P/S/A which will be funded with Perkins dollars. Duplicate this page so that a budget is submitted for each P/S/A.**

**P/S/A Descriptive Title:**

\_\_\_\_\_

**CATEGORIES**

**FEDERAL FUNDS**

Personnel

Fringe Benefits

Staff Travel

Contractual Services

Equipment

Materials, Supplies, & Communication

Other, please specify

**TOTAL**



**SECTION IV: SUMMARY OF BASIC GRANT BUDGET FOR FY05 BY CATEGORY-  
REQUIRED FOR OPTIONS I AND II**

Provide a budget summary by category compiled from each P/S/A.

**CATEGORIES**

**FEDERAL FUNDS**

1. Administration (5% maximum)\*
2. Personnel
3. Fringe Benefits
4. Staff Travel
5. Contractual Services
6. Equipment
7. Materials, Supplies, & Communication
8. Other, please specify

**TOTAL**

\*Do not round up

**SECTION V: REQUIRED USES-REQUIRED FOR OPTIONS I AND II**

**Because Perkins dollars and/or other funds must be expended each year on all of the Required Uses (prior to spending Perkins funds on the Permissible Uses), please indicate in the chart below the approximate amount of monies that will be spent in FY05 for each Required Use. If only Perkins funds are expended on a Required Use, only the left column is completed. If Perkins and other funds are used, all three columns are completed. If only other funds are expended, only the right column is completed.**

<b>REQUIRED USES</b>	<b>FUNDING SOURCES</b>		
	<b>PERKINS ONLY</b>	<b>PERKINS &amp; OTHER FUNDS</b>	<b>OTHER FUNDS ONLY</b>
Academic Integration			
All Aspects of the Industry			
Uses of Technology			
Professional Development			
Evaluations			
Modernization & Expansion			
Services & Activities			
Secondary/Post-Secondary Linkages			

**TOTAL REQUIRED USES**

	<b>PERKINS ONLY</b>	<b>PERKINS &amp; LOCAL FUNDS</b>	<b>LOCAL FUNDS ONLY</b>
<b>PERMISSIBLE USES</b>			
<b>GRAND TOTAL</b>			

\* Grand Total of Perkins should equal Basic Grant allocation.

**SECTION VI: FUNDING TO PARTICIPATING SCHOOLS-REQUIRED FOR OPTIONS I  
AND II**

Do you give any Perkins funds directly to a feeder ☐ schools for services/equipment that benefits only students of that school? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please respond to the following questions for each school that received funds: (please use back of sheet if necessary)

- a. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- f. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- g. Name of school corporation: \_\_\_\_\_  
Amount of dollars provided: \_\_\_\_\_  
Justification for funding: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION VII: PERKINS III SECONDARY PERFORMANCE LEVELS-*REQUIRED*  
FOR OPTIONS I AND II**

FY02 – FY03

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
Indicator	AUL* 2002-2003	District Actual Level 2002-2003	Complete Column 3 by adding the data for your Area Vocational District for the six indicators. Then, if the District Actual Level (column 3) is less than the AUL (column 2) for any indicator, describe how FY05 Perkins III funds will be used to improve student performance for that indicator.
Academic Attainment	78.90%		
Technical Attainment	86.35%		
High School Completion	86.36%		
Secondary Placement	82.53%		
Nontrad Participation	4.58%		
Nontrad Completion	4.43%		

\*AUL – Agreed Upon Level

**SECTION VIII: PERKINS LOCAL FIVE-YEAR PLAN REVISION-REQUIRED FOR OPTIONS I AND II**

**1. Improving Academic Skills of Career and Technical Education Students**

Revise your local plan to reflect how career and technical education programs are integral to the implementation of No Child Left Behind at the local level:

- A. Identify new strategies or activities that will be undertaken to ensure that CTE students are taught the same challenging academic proficiencies as are taught to all students.**
- B. Describe how you will ensure that CTE students are proficient in reading and mathematics.**
- C. Identify new strategies or activities that will assist special population students to meet state academic standards.**
- D. Describe how the Perkins Core Indicators of Performance data will be used to determine use of Perkins funds.**

**2. Strengthening Connections between Secondary and Postsecondary Education**

- A. Describe new strategies or activities that will be undertaken to link secondary and postsecondary education.**
- B. Describe efforts to develop articulation agreements between secondary and postsecondary institutions.**

## APPENDICES

**Table I: Required Uses of Perkins Funds [Sec. 135(b)]:** Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs leading to high skill, high demand career pathways that:

- (1) strengthen the academic, vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
- (2) provide students with strong experience in and understanding of all aspects of an industry;
- (3) develop, improve, or expand the use of technology in vocational and technical education, which may include:
  - (1) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
  - (2) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or
  - (3) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
- (4) provide professional development programs to teachers, counselors, and administrators, including:
  - (1) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
  - (2) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - (3) internship programs that provide business experience to teachers; and
  - (4) programs designed to train teachers specifically in the use and application of technology;
- (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) initiate, improve, expand, and modernize quality vocational and technical education programs

- (7) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

**Table II: Permissive Uses of Perkins Funds [Sec. 135(c)]:** Funds made available to an eligible recipient under this title may be used in preparation for high skill, high demand career pathways:

- (1) involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
- (2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;
- (3) to provide work-related experiences, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
- (4) to provide programs for special populations;
- (5) for local education and business partnerships;
- (6) to assist vocational and technical student organizations;
- (7) for mentoring and support services;
- (8) for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
- (9) for improving or developing new vocational and technical education courses;
- (10) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
- (11) to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
- (12) to support nontraditional training and employment activities; and
- (13) to support other vocational and technical education activities that are with the purpose of this Act.

## ATTACHMENT 2

# Local Application Postsecondary



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Name

(Include region number if applicable)

GUIDELINES

FOR USE OF FUNDS ALLOCATED UNDER THE  
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1998

For the period of FY2005  
(July 1, 2004 through June 30, 2005)

**K. Due: JUNE 21, 2004**

(CFDA 84.048)

**INDIANA COMMISSION FOR HIGHER EDUCATION**

## **INSTRUCTIONS FOR FY2005 PERKINS PROGRAM**

Use the FY2000 Comprehensive Local Plan (CLP) p/s/a categories as the basis for FY2005 activities. All activities undertaken with FY2005 funds should fall into the p/s/a categories listed in the original CLP. Exceptions for new p/s/a categories will be entertained only in unusual circumstances. Note, however, as customary in the past, an institution may request an amendment to existing p/s/a categories. Given a reduction in funds, an institution may choose to undertake all p/s/a categories outlined in the original CLP or may choose to focus on fewer. If p/s/a categories are dropped, please provide a brief explanation for such a decision.

### **Document Content and Format**

1. Submit new Transmittal Form, Assurances and Certifications Forms and Disclosure of Lobbying Activities with updated signatures and dates.
2. Submit the new required activity descriptions related to the four key federal priority areas.
3. For all p/s/a categories that will be continued under the FY2005 program year, submit a copy of the p/s/a write-up used in FY2004 **and** any subsequent amendments approved in FY2004. In addition, if your institution chooses to discontinue any p/s/a, please provide a brief explanation for this decision.

If you are submitting amendments to current p/s/a categories, attach the amendment to the back of the p/s/a used in FY2004 (including any FY2004 amendments if applicable) and mark at the top of the page, **FY2005 Amendment**. The amendment should be a brief written narrative outlining the changes and justifying the applicability of such changes to the current p/s/a. An amendment must include an assurance that the activities will benefit students, including special population students, in appropriate vocational programs.

4. For all p/s/a categories that will be continued in FY2005, submit a budget, using the enclosed budget page. In addition, you must submit a summary budget.
5. Revise the Memorandum of Understanding (MOU) between the institution and its local Workforce Investment Board to reflect any programmatic changes and updated signatures and dates. Regardless of any changes to the MOU, updated signatures and dates are required.
6. **Most importantly**, submit a cover letter that fully explains the document. Include in the cover letter:
  - A list of p/s/a activities that will be undertaken;
  - Note whether the proposal includes all p/s/a categories approved in the original CLP or whether certain p/s/a categories have been discontinued;
  - List which p/s/a activities have been discontinued (if applicable);
  - Note each p/s/a that will be continued whether or not it will be carried out under the same narrative guidelines used in FY2004;
  - List each p/s/a that contains an FY2005 amendment; and
  - List any other information that is needed to explain the contents of the document.
7. Please attach all documents in the following manner:
  - a. Cover letter
  - b. Transmittal Form
  - c. Assurances, Certification and Disclosure of Lobbying Activities pages with updated signatures and dates
  - d. Activity descriptions related to the four key federal priority areas
  - e. P/S/A information
  - f. FY2005 budget pages including a budget for each p/s/a and a summary budget
  - g. Memorandum of Understanding with local Workforce Investment Board with updated signatures and dates.

All documentation must be received by the Commission for Higher Education no later than  
**5:00 p.m. on Monday, June 21, 2004.**

**TRANSMITTAL FORM**

**The five-year period of the Local Basic Grant Application began July 1, 1999 and extends through June 30, 2004. A one-year extension of this Local Basic Grant will occur as the federal legislation is currently awaiting reauthorization. As such, the documentation submitted in accordance with these guidelines covers the time period under this extension period for FY2005 (July 1, 2004 to June 30, 2005).**

During the above time period, the eligible recipient will act in accordance with the submitted Local Basic Grant Application, including the assurances and certifications. The recipient shall abide by all state and federal regulations. The Local Basic Grant Application is effective when signed and dated by the recipient and approved by the Indiana Commission on Vocational and Technical Education. It may be modified by mutual agreement. The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Basic Grant Application in accordance with all the terms and conditions of this Application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Basic Grant Application and attachments are current, accurate, and complete.

Name of Eligible Recipient: \_\_\_\_\_

Federal ID #: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone: \_\_\_\_\_

FAX: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Name of Program Director: \_\_\_\_\_

Signature of Program Director: \_\_\_\_\_

Name of Chief Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Signature of Chief Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION I: ASSURANCES, COMPLAINT PROCEDURES AND EDGAR CERTIFICATION**

### **A. Assurances**

The eligible recipient assures:

1. that it will comply with the privacy protections afforded parents and students under section 444 of the General Education Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571). [Sec. 5]
2. that it will not transfer or utilize funds under this Act to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs under this Act serve only those participants eligible to participate in the programs under this Act. [Sec. 6]
3. that the vocational and technical education programs required under section 135(b) will be carried out with funds received under Title I. [Sec. 134(b)(1)]
4. that it will meet the State adjusted levels of performance established under section 113. [Sec. 134(b)(3)]
5. that it will ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. [Section 134(b)(3)(C)]
6. that parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of vocational and technical education programs assisted under Title I. [Sec. 134(b)(4)]
7. that it will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. [Sec. 134(b)(5)]
8. that it will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Sec. 134(b)(7)(B)]
9. that it will not discriminate against individuals who are members of special populations on the basis of their status as members of the special populations. [Sec. 134(b)(8)]
10. that comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Sec. 134(b)(10)]
11. that funds made available under this Act shall supplement and shall not supplant non-Federal funds expended to carry out vocational and technical education activities and tech prep activities. [Sec. 311(a)]
12. that it will provide maintenance of fiscal effort on either a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]
13. that no funds shall be used to require any secondary school student to choose or pursue a specific career path or major. [Sec. 314(1)]
14. that it will not use funds made available under this Act to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]
15. that will not use funds received under this Act to provide vocational and technical education programs to students prior to the seventh grade. [Sec. 315]
16. that it will not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of services under this Act. [Sec. 316]

17. that it will permit vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographical area served by the eligible recipient, to participate in inservice and preservice vocational and technical education professional development programs provided under this Act. [Sec.318]
18. that it will not use funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
19. the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec. 325(a)]
20. that it will use funds made available under this Act to pay for costs of vocational and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Sec. 325(c)]
21. that it will not use more than five (5) percent (%) of funds received under Title I as a result of this grant application for administrative costs. [State Requirement]
22. that when issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing this project, the recipient shall clearly state: (1) the dollar amount of Federal funds for the project; and (2) the percentages of the total cost of the project that will be financed with Federal funds. [Stevens Amendment to Department of Defense Appropriations Act, Sec. 8136]
23. ensure coordination and avoid duplication among programs, by working with the one-stop delivery system and the respective Workforce Investment Board(s) under a Memorandum of Understanding. [WIA – 112(b)(8)(A)(iii); 134(d)(2) and Perkins III – Sec. 122(c)(21)]

#### B. Complaint Procedures

The following procedures are applicable for any complaint that a state agency or a subgrantee is violating Public Law 105-332 (Carl D. Perkins Vocational and Applied Technology Education Act of 1998), or regulation pertaining thereto.

1. Written and signed complaints may be filed with the Indiana Commission on Vocational and Technical Education (hereinafter called the Commission), by a subgrantee, organization, or an individual (hereinafter called the complainant).
2. The complaint must include: (a) a statement that a subgrantee or a state agency has violated a requirement of Public Law 105-332 or regulations that apply to the program; and, (b) the facts on which the statement is based.
3. As part of the complaint resolution process, the Commissioner or the Commission staff, if necessary, will carry out an independent on-site investigation.
4. Complaint investigation will be completed within sixty (60) calendar days after the Commission received the complaint; except that, if exceptional circumstances to a particular complaint exist, the Commission may extend the time limit.
5. If the Complainant is dissatisfied with the final action of the Commission with respect to the alleged violation, such complainant may, after such final action or notice thereto, file a petition for review of that action with the Secretary, U.S. Department of Education. If the complainant or the Commission disagrees with the decision of the Secretary of the U.S. Department of Education, either may appeal to a civil court with jurisdiction.

C. EDGAR Certifications

The eligible recipient certifies and agrees:

1. The assurances and that the information provided in this Local Application are accurate and complete to the best of my knowledge.
2. Under penalties of perjury, that he or she is authorized to execute the certification required on behalf of the designated area vocational district.
3. By submission of this Application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective participant shall attach an explanation to this Application [Education Department General Administrative Regulation, 34 CRF, Part 85, Subpart C,D,E, 1990]

**By acceptance of this grant, it is understood that the Grantee has agreed to the terms and conditions of the award as set forth here and included in Federal and State laws and regulations.**

**Furthermore, documentation related to the assurances and certifications will be maintained at the local level.**

Name of Eligible Recipient: \_\_\_\_\_

Name of Chief Administrator: \_\_\_\_\_

Signature of Chief Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions for Lobbying," and 34 CFR Part 85, Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### **3. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

**(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;**

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

**As required by the Drug-Free Workplace  
Act of 1988, and implemented at 34 CFR  
Part 85, Subpart F, for grantees, as defined  
at 34 CFR Part 85, Sections 85.605 and  
85.610 -**

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f)

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

#### 4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85-605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington D.C. 20202-4248. Notice shall include the identification number(s) of each affected grant.



## **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### **Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT		PR/AWARD NUMBER AND/OR PROJECT NAME	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
SIGNATURE		DATE	

# DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C 1352

<b>1. Type of Federal Action:</b> a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application b. initial award c. post-award	<b>3. Report Type:</b> a. initial finding b. material change <i><b>For Material Change Only:</b></i> year                      quarter date of last report
Subawardee Tier _____ <i>if known:</i> <b>4. Name and Address of Report Entity:</b>  Prime  Congressional District <i>if known:</i>		<b>5. If Reporting Entity in No. 4 is Subawardee. Enter Name and Address of Prime:</b>  Congressional District <i>if known:</i>
<b>6. Federal Department/Agency</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, <i>if applicable:</i> _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11. Information request through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Signature: _____  Print Name: _____  Title: _____  Telephone: _____  Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

4. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
5. Identify the status of the covered Federal action.
6. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
7. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
8. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
9. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
10. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
11. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-OOI."
12. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
13. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
14. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

## **SECTION II: DESCRIPTION OF ACTIVITIES RELATED TO KEY FEDERAL PRIORITY AREAS**

NEW FOR FY2005: the Office of Vocational and Adult Education is requesting that activities include a focus on the four key priority areas below. Please describe specific activities that will occur in response to these key areas. Please note that each priority area must be addressed.

- 1) **Improving the academic skills of vocational and technical education students.**
- 2) **Strengthening connections between secondary and postsecondary education.**
- 3) **Preparing individuals for occupations in demand that pay family-supporting wages.**
- 4) **Investing in effective, high quality degree programs and support services for those programs.**

### **SECTION III: BASIC GRANT P/S/A BUDGET FOR FY2005 BY CATEGORY**

**Provide budget detail for each p/s/a which will be funded with Perkins dollars.** Duplicate this page so that a budget is submitted for each p/s/a.

#### **New Requirements:**

Required Uses of Local Funds: (Indicate use #(s) from Table I):

Permissive Uses of Local Funds: (Indicate use #(s) from Table II):

#### **CATEGORIES**

#### **FEDERAL FUNDS**

1. Personnel
2. Fringe Benefits
3. Staff Travel
4. Contractual Services
5. Equipment
8. Materials, Supplies, & Communication
9. One-Stop Delivery System
10. Other, please specify

#### **Total**

Note: A 10% cumulative budget modification is allowed. All modifications must be reported to CHE. Modifications totaling more than 10% of the total budget will require prior approval.

#### **SECTION IV: SUMMARY OF BASIC GRANT BUDGET FOR FY2005 BY CATEGORY**

**Provide a budget summary by category compiled from each p/s/a.**

##### **CATEGORIES**

##### **FEDERAL FUNDS**

1. Personnel
2. Fringe Benefits
3. Staff Travel
4. Contractual Services
5. Equipment
6. Materials, Supplies, & Communication
7. One-Stop Delivery System
8. Other, please specify

**Total**

**Note:** A 10% cumulative budget modification is allowed. All modifications must be reported to CHE. Modifications totaling more than 10% of the total budget will require prior approval.





## APPENDICES

<b>Table I:</b>	<b>Required Uses of Perkins Funds [Sec. 135(b)]</b> --Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs leading towards high skill, high demand career pathways that--
(1)	strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
(2)	provide students with strong experience in and understanding of all aspects of an industry ;
(3)	develop, improve, or expand the use of technology in vocational and technical education programs, which may include—
(A)	training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
(B)	providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or
(C)	encouraging institutions to work with high technology industries to offer voluntary internships and mentoring programs;
(4)	provide professional development programs to educators, advisors, and administrators, including-
(A)	inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
(B)	support of education programs for educators of vocational and technical education in public institutions and other personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such educators and personnel stay current with all aspects of an industry;
(C)	internship programs that provide business experience to educators; and
(D)	programs designed to train educators specifically in the use and application of technology;
(5)	develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(6)	initiate, improve, expand, and modernize quality vocational and technical education programs;
(7)	provide services and activities that are of sufficient size, scope, and quality to be effective;
(8)	link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

**Table II:**      **Permissive Uses of Perkins Funds [Sec. 135(c)]**--Funds made available to an eligible recipient under this title may be used in preparation for high skill, high demand career pathways--

- (1) to involve parents, businesses, and labor organizations in the design, implementation, and evaluation of vocational and technical education;
- (2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;
- (3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, apprenticeships and job shadowing that lead toward high demand, high skill, high wage, career path occupations;
- (4) to provide programs for special populations;
- (5) to expand local education and business partnerships;
- (6) to assist vocational and technical student organizations to utilize state-recognized skill standards and other approved systems of certification through VSOs Skills Standards events;
- (7) to provide mentoring and support services;
- (8) to provide for leasing, purchasing, upgrading or adapting equipment, including instructional aides to be used for programs that lead towards high skill, high demand career pathways;
- (9) to provide teacher education programs in vocational and technical education;
- (10) to improve or develop vocational and technical education courses that lead toward high skill, high demand career pathways;
- (11) to provide for family and consumer sciences programs. [For any Five Year Local Plan that uses funds for Family and Consumer Sciences programs, the programs must lead toward high skill, high demand career pathways and Family and Consumer Sciences students must meet the Core Indicators of Performance.]
- (12) to provide vocational and technical education programs for adults and school dropouts;
- (13) to provide assistance to students who have participated in vocational and technical education programs in finding an appropriate job and continuing their education;
- (14) to support nontraditional training and employment activities that lead toward high skill, high demand career pathways; and
- (15) to support other vocational and technical education activities that are consistent with the purposes of Perkins III.

**Table III: Professional Development Programs-**

**Describe how each of the following types of comprehensive professional development will be provided for each group of staff persons.**

15. Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement [Sec. 135(b)(4)(A)]
  - educators
  - advisors
  - administrators
16. Support of education programs for instructors of vocational and technical education in public institutions and other personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such educators and personnel stay current with all aspects of an industry [Sec. 135(b)(4)(B)]
  - educators
  - paraprofessionals/instructional assistants
17. Internship programs that provide business experience to educators [Sec. 135(b)(4)(C)]
  - educators
18. Programs designed to train educators specifically in the use and application of technology [Sec.(b)(4)(D)]
  - educators

**Table IV: Postsecondary Measurement Definitions and Final Agreed Upon Performance Levels**

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of 2301 et seq., as amended by Public Law 105-332.

\*FY2005 performance levels are not final and are currently under negotiation with the federal Office of Vocational and Adult Education.

Core Indicator	Measurement Definition	Final Agreed Upon Baseline	Perf. Level FY2001	Perf. Level FY2002	Perf. Level FY2003	Perf. Level FY2004	Perf. Level FY2005*
<u>Attainment</u>							
1P1	<p><b>Numerator:</b> the number of postsecondary students who complete occupationally specific programs and have a cumulative grade point average of at least 2.5 on a 4.0 grading system.</p> <p><b>Denominator:</b> the number of postsecondary students who complete occupationally specific programs.</p>	87.24%	<u>Target</u> 87.49%  <u>Actual</u> 88.14%	<u>Target</u> 87.74%  <u>Actual</u> 82.79%	<u>Target</u> 87.99%  <u>Actual</u> 89.56%	<u>Target</u> 88.24%	<u>Target</u> 88.50%
1P2	<p><b>Numerator:</b> the number of postsecondary students who complete occupationally specific programs and who have met program-defined, and industry validated career and technical skill standards and have stopped program participation in the reporting year.</p> <p><b>Denominator:</b> the number of postsecondary students who complete occupationally specific programs and who have stopped program participation in the reporting year.</p>	45.07%	<u>Target</u> 46.07%  <u>Actual</u> 49.58%	<u>Target</u> 47.07%  <u>Actual</u> 47.75%	<u>Target</u> 48.07%  <u>Actual</u> 45.22%	<u>Target</u> 49.07%	<u>Target</u> 26.65%
<u>Completion</u>							
2P1	<p><b>Numerator:</b> the number of full-time beginning first year postsecondary students who enroll in occupationally specific programs as degree seeking students and attain a postsecondary degree or credential within three years.</p> <p><b>Denominator:</b> the number of full-time beginning first year postsecondary students who enroll in occupationally specific programs as degree seeking students.</p>	26.45%	<u>Target</u> 26.5%  <u>Actual</u> 32.91%	<u>Target</u> 26.55%  <u>Actual</u> 38.27%	<u>Target</u> 26.60%  <u>Actual</u> 45.22%	<u>Target</u> 26.65%	<u>Target</u> 26.65%

<u>Placement</u>							
3P1	<p><b>Numerator:</b> the number of postsecondary students who complete occupationally specific programs and are placed in further education or employment within Indiana, or National military service.</p> <p><b>Denominator:</b> the number of postsecondary students who complete occupationally specific programs.</p>	84.62%	<u>Target</u> 85.62%  <u>Actual</u> 89.11%	<u>Target</u> 86.62%  <u>Actual</u> 85.89%	<u>Target</u> 87.62%  <u>Actual</u> 83.23%	<u>Target</u> 88.62%	<u>Target</u> 84.00%
<u>Retention</u>							
3P2	<p><b>Numerator:</b> the number of postsecondary students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment and/or military service in the reporting year and were retained in one or more of these types of placement.</p> <p><b>Denominator:</b> the number of postsecondary students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment and/or military service in the reporting year.</p>	90.31%	<u>Target</u> 90.31%  <u>Actual</u> 92.82%	<u>Target</u> 90.31%  <u>Actual</u> 92.77%	<u>Target</u> 90.31%  <u>Actual</u> 85.21%	<u>Target</u> 90.31%	<u>Target</u> 90.00%
<u>Equity</u>							
4P1	<p>L. <u><b>Numerator:</b> the number of postsecondary students enrolled in occupationally specific programs that are nontraditional for their gender.</u></p> <p><b>Denominator:</b> the number of postsecondary students enrolled in occupationally specific programs.</p>	6.09%	<u>Target</u> 6.34%  <u>Actual</u> 6.40%	<u>Target</u> 6.59%  <u>Actual</u> 8.94%	<u>Target</u> 6.84%  <u>Actual</u> 6.07%	<u>Target</u> 7.09%	<u>Target</u> 6.50%
4P2	<p><b>Numerator:</b> the number of postsecondary students completing occupationally specific programs who are nontraditional for their gender.</p> <p><b>Denominator:</b> the number of postsecondary students completing occupationally specific programs.</p>	5.89%	<u>Target</u> 6.14%  <u>Actual</u> 7.15%	<u>Target</u> 6.39%  <u>Actual</u> 8.47%	<u>Target</u> 6.64%  <u>Actual</u> 7.18%	<u>Target</u> 6.89%	<u>Target</u> 7.00%

# Tech Ed System Manual